DOCUMENT RESUME

ED 382 253 JC 950 236

AUTHOR Seppanen, Loretta
TITLE Student Progress--Comparisons over Time. Research Report No. 94-5.
INSTITUTION Washington State Board for Community and Technical Colleges, Olympia. Enrollment Planning and Information Services Div.
PUB DATE Aug 94
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Achievement Gains; Community Colleges; Degrees (Academic); Dropouts; *Ethnic Groups; Longitudinal Studies; *Outcomes of Education; *Persistence; *School Holding Power; Stopouts; Technical Institutes; Two Year Colleges
IDENTIFIERS Washington State Community College System

ABSTRACT

Each year, 14,500 to 16,500 students begin at a Washington technical or community college with the goal of completing a degree at that college. The State Board for Community and Technical Colleges has developed a longitudinal reporting system to track the progress of these students. In the system, students are tracked even if they stop out and return, but are regarded as no longer enrolled if they make an early transfer to another institution. In fall 1992, 14,900 students entered the system with intent to graduate, and after 2 years, 7,300 had completed degrees or made substantial progress (i.e., had enrolled for four or more quarters) toward their degree. This represented an increase over fall 1991, when 13,600 entered and 6,700 completed or progressed toward degrees after 2 years. Of the students from the 1992 cohort who did not complete or make substantial progress, 22% enrolled for the initial quarter only and 29% enrolled for two or three quarters before leaving the college. A comparative analysis of outcomes for the 1990-1992 cohorts indicated that the percentages of students completing or making substantial progress, remained fairly constant for the 3 years. For the same three cohorts, African American and Hispanic students made less progress than students from other ethnic groups, while students of color in general improved their rates of completion/progress over the 3-year period. (A table of outcomes by college is attached.) (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 382 253

Student Progress -- Comparisons Over Time, Washington Community and Technical Colleges. Research Report No. 94-5

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Seppanen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Loretta Seppanen

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Washington State Board for Community and Technical Colleges
Enrollment Planning and Information Services Divisions

JC 950 236

BEST COPY AVAILABLE

Research Report
No. 94-5

Washington State Board for Community and Technical Colleges; Education Division

STUDENT PROGRESS - COMPARISONS OVER TIME

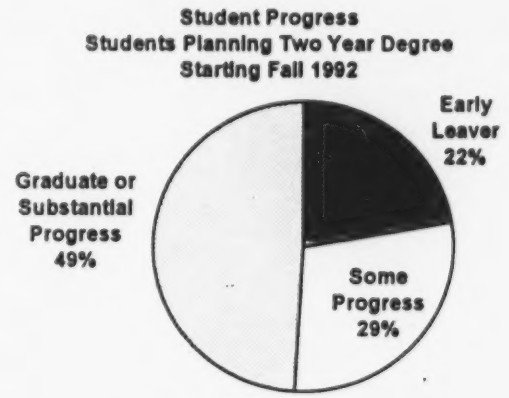
August 1994

Each year some 14,500 to 16,500 students start new at their technical or community college with the goal of completing a degree at that college.[1] For purposes of monitoring student progress, the staff of the State Board for Community and Technical Colleges has developed a reporting system which tracks these degree-seeking students longitudinally. Each subsequent enrollment is tracked regardless of whether a student stops-out for a while or enrolls continuously. Since the students tracked had declared plans to complete a degree at their college, a student is regarded as no longer enrolled if he or she makes an early transfer to another institution (prior to enrolling for four quarters).

When tracked two years after initial enrollment, about half the tracked students had completed degrees or made "substantial progress" toward their degree goal, where **substantial progress is defined as having enrolled in the college for four or more quarters over the two year period.** The number of students making substantial progress has increased: 7,300 of the 14,900 in the 1992 cohort graduated or made substantial progress after two years compared to 6,700 of the 13,600 community college students starting in 1991.

What happened to the other half of the students who started college with the intention of completing a vocational or transfer degree? About 22 percent enrolled at the college for only the initial quarter and had not returned at any time in the subsequent two year period. These **students who enrolled for just one quarter are called "early leavers."** Another 29 percent **enrolled for two or three quarters, students who made "some progress"** toward their degree goal before leaving the college.

For data by college, see Table I at the end of this report.



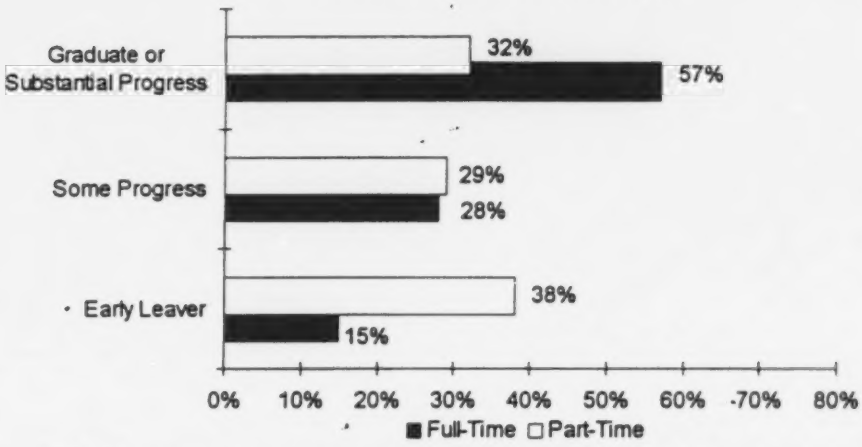
Source: SR 1182 (College Job Number SR1382J). Student Planned Length of Attendance - Long Enough to Complete a Degree

For More Information Contact:
Loretta Seppanen, Manager, Research and Analysis
Washington State Board for Community and Technical Colleges
P O Box 42495, Olympia WA 98504-2495
SCAN 234-3685
TDD 206/753-3680

[1] These students represent a third of all new students - 45 percent of the new full-time students and 20 percent of the new part-time students. The tracking analysis is limited to community college students as longitudinal data for technical college students is not currently available. Preliminary data suggests that about five percent fewer degree seeking technical college students are "early leavers" than shown here for community colleges.

The progression pattern for full-time degree seeking students is significantly different than the pattern of part-time students with the same goals. More than half the full-time students but only a third of the part-time degree-seeking students graduate or make substantial progress toward their goals over a two year time period.

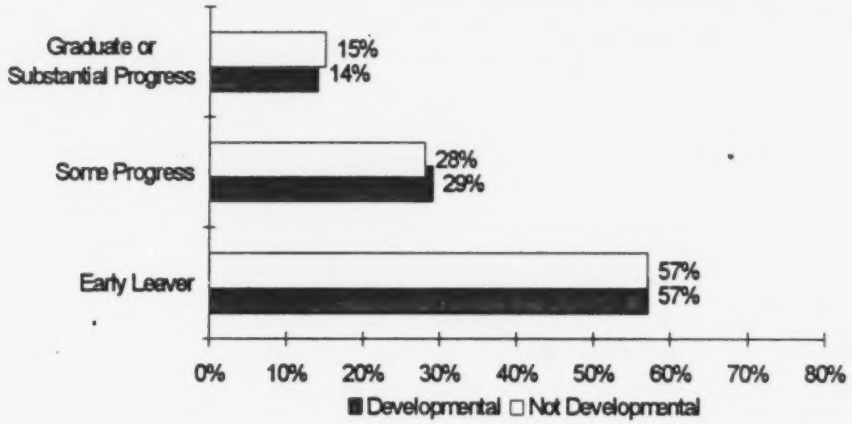
Part-Time vs. Full-Time Student Progress
Student Planning Two Year Degree



Source: SR1182 (College Job Number SR1382J). Student Planned Length of Attendance - Long Enough to Complete a Degree.

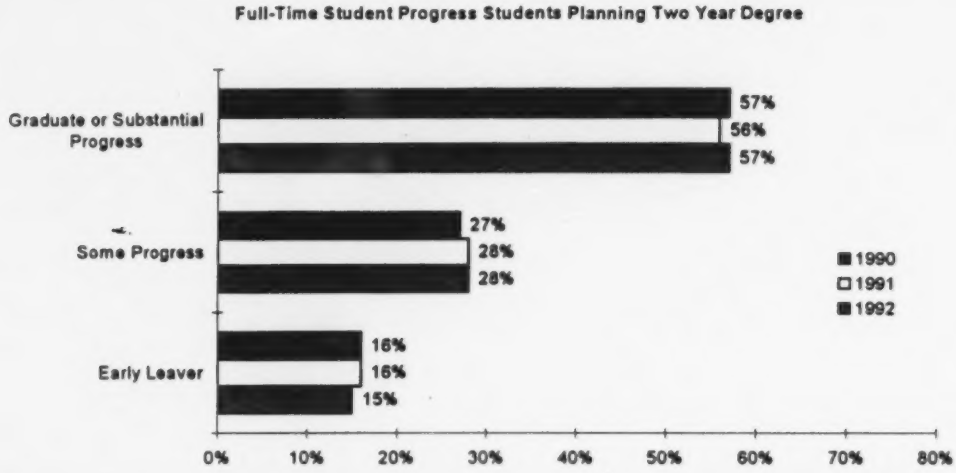
The progress rates are also almost identical for full-time degree seeking students regardless of whether they started by taking a developmental course in their first quarter or not.

Progress Rates for Full-Time Degree Seeking Students
Who Do or Do Not Take Developmental Courses in First Quarter



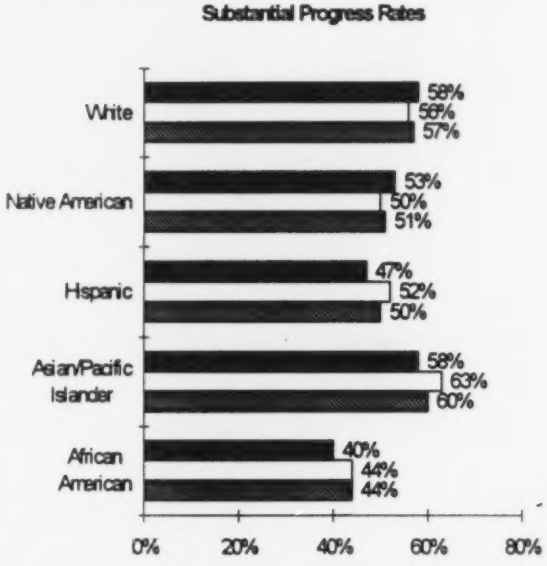
Source: SR1183 (College Job Number SR1383J) compared to data from SR1182.

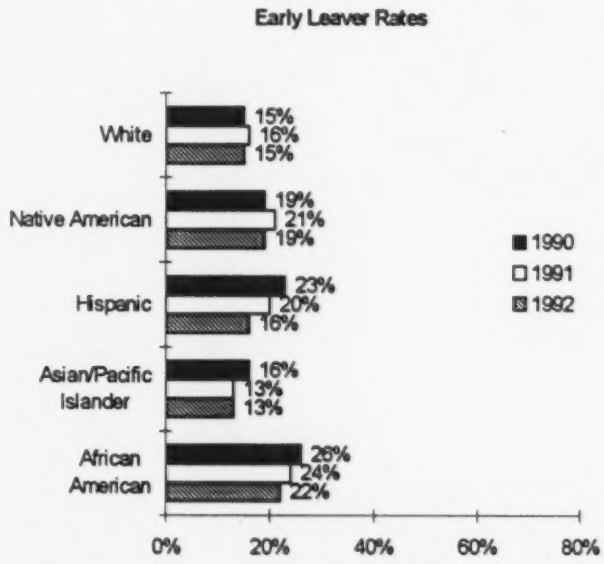
Has the progress of students improved over time? While those who graduated or were making substantial progress increased in numbers, the percentage of student making substantial progress has been nearly the same over the past three years for both full- and part-time students (data in the table show full-time student progress rates only).



Source: SR1182 (College Job Number SR1382J). Student Planned Length of Attendance - Long Enough to Complete a Degree.

African American and Hispanic students who are planning a degree make less progress than other students toward the goal. Except for Native American students, there has been some improvements in the progress made by students of color. The data in these charts are for full-time students only. The pattern for part-time students of color generally follows the same trend, however the rates show considerable more volatility than the rates for full-time students.





Data are not shown here, but the patterns of progress are nearly identical for students preparing for transfer and those preparing for vocational degrees.

The community and technical college system has placed a high priority on improving student progress. The system has a goal of closing the progress gap between African American, Hispanic and Native American students and all other students. Individual colleges have developed specific strategies to improve progress for students who start by taking developmental classes and for new students in general. SBCTC will track the progress of the cohort who started in the fall of 1993 and in subsequent years. Reports will be provided regarding the extent to which the system focus on student progress results in increased percentages of students graduating or making substantial progress toward their goal.

Table I
Progress of Students Planning Degrees
Two Years After Entering the College
(State and Contract Students Entering Fall 1992)

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Peninsula						
Full-Time						
State	146	13	51			
Contract	3	1	0			
Total	149	14	51	56%	34%	9%
Part-Time						
State	42	14	12			
Contract	5	0	2			
Total	47	14	14	40%	30%	30%
Grays Harbor						
Full-Time						
State	223	18	57			
Contract	0	0	0			
Total	223	18	57	66%	26%	8%
Part-Time						
State	25	9	11			
Contract	5	3	0			
Total	30	12	11	23%	37%	40%
Olympic						
Full-Time						
State	244	33	69			
Contract	3	0	2			
Total	247	33	71	58%	29%	13%
Part-Time						
State	169	58	48			
Contract	2	0	2			
Total	171	58	50	37%	29%	34%
Skagit Valley						
Full-Time						
State	257	40	68			
Contract	4	1	3			
Total	261	41	71	57%	27%	16%
Part-Time						
State	61	27	12			
Contract	10	5	2			
Total	71	32	14	35%	20%	45%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Everett						
Full-Time						
State	317	41	88			
Contract	2	0	1			
Total	319	41	89	59%	28%	13%
Part-Time						
State	195	81	56			
Contract	5	4	1			
Total	200	85	57	29%	29%	43%
Seattle Central						
Full-Time						
State	471	73	152			
Contract	28	10	9			
Total	499	83	161	51%	32%	17%
Part-Time						
State	197	76	60			
Contract	3	3	0			
Total	200	79	60	31%	30%	40%
Seattle North						
Full-Time						
State	393	52	109			
Contract	1	1	0			
Total	394	53	109	59%	28%	13%
Part-Time						
State	205	71	48			
Contract	4	2	0			
Total	209	73	48	42%	23%	35%
Seattle South						
Full-Time						
State	252	40	74			
Contract	4	1	1			
Total	256	41	75	55%	29%	16%
Part-Time						
State	200	71	51			
Contract	11	4	5			
Total	211	75	56	38%	27%	36%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Seattle Voc Institute						
Full-Time						
State	45	1	38			
Contract	0	0	0			
Total	45	1	38	13%	84%	2%
Part-Time						
State	30	9	15			
Contract	4	4	0			
Total	34	13	15	18%	44%	38%
Shoreline						
Full-Time						
State	552	79	137			
Contract	0	0	0			
Total	552	79	137	61%	25%	14%
Part-Time						
State	251	72	82			
Contract	0	0	0			
Total	251	72	82	39%	33%	29%
Bellevue						
Full-Time						
State	370	52	114			
Contract	5	2	0			
Total	375	54	114	55%	30%	14%
Part-Time						
State	203	80	57			
Contract	30	15	7			
Total	233	95	64	32%	27%	41%
Highline						
Full-Time						
State	302	57	81			
Contract	0	0	0			
Total	302	57	81	54%	27%	19%
Part-Time						
State	95	34	29			
Contract	1	1	0			
Total	96	35	29	33%	30%	36%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Green River						
Full-Time						
State	691	102	160			
Contract	0	0	0			
Total	691	102	160	62%	23%	15%
Part-Time						
State	251	100	64			
Contract	11	1	6			
Total	262	101	70	35%	27%	39%
Pierce						
Full-Time						
State	612	95	170			
Contract	171	50	70			
Total	783	145	240	51%	31%	19%
Part-Time						
State	165	55	54			
Contract	230	119	74			
Total	395	174	128	24%	32%	44%
Centralia						
Full-Time						
State	227	28	54			
Contract	0	0	0			
Total	227	28	54	64%	24%	12%
Part-Time						
State	36	12	14			
Contract	0	0	0			
Total	36	12	14	28%	39%	33%
Lower Columbia						
Full-Time						
State	208	32	64			
Contract	0	0	0			
Total	208	32	64	54%	31%	15%
Part-Time						
State	64	28	23			
Contract	0	0	0			
Total	64	28	23	20%	36%	44%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Clark						
Full-Time						
State	356	45	97			
Contract	0	0	0			
Total	356	45	97	60%	27%	13%
Part-Time						
State	285	103	81			
Contract	2	2	0			
Total	287	105	81	35%	28%	37%
Wenatchee						
Full-Time						
State	308	44	81			
Contract	0	0	0			
Total	308	44	81	59%	26%	14%
Part-Time						
State	76	31	27			
Contract	31	23	7			
Total	107	54	34	18%	32%	50%
Yakima Valley						
Full-Time						
State	420	52	126			
Contract	1	1	0			
Total	421	53	126	57%	30%	13%
Part-Time						
State	159	67	45			
Contract	28	11	13			
Total	187	78	58	27%	31%	42%
Spokane						
Full-Time						
State	184	21	69			
Contract	0	0	0			
Total	184	21	69	51%	38%	11%
Part-Time						
State	14	8	5			
Contract	0	0	0			
Total	14	8	5	7%	36%	57%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Spokane Falls						
Full-Time						
State	689	139	210			
Contract	8	4	3			
Total	697	143	213	49%	31%	21%
Part-Time						
State	151	68	41			
Contract	16	7	3			
Total	167	75	44	29%	26%	45%
Big Bend						
Full-Time						
State	174	20	52			
Contract	0	0	0			
Total	174	20	52	59%	30%	11%
Part-Time						
State	73	36	26			
Contract	4	1	1			
Total	77	37	27	17%	35%	48%
Columbia Basin						
Full-Time						
State	401	55	91			
Contract	1	1	0			
Total	402	56	91	63%	23%	14%
Part-Time						
State	141	39	37			
Contract	17	11	6			
Total	158	50	43	41%	27%	32%
Walla Walla						
Full-Time						
State	236	37	61			
Contract	0	0	0			
Total	236	37	61	58%	26%	16%
Part-Time						
State	53	18	13			
Contract	5	4	1			
Total	58	22	14	38%	24%	38%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Whatcom						
Full-Time						
State	143	24	41			
Contract	3	0	1			
Total	146	24	42	55%	29%	16%
Part-Time						
State	112	38	32			
Contract	4	3	0			
Total	116	41	32	37%	28%	35%
Tacoma						
Full-Time						
State	471	74	135			
Contract	0	0	0			
Total	471	74	135	56%	29%	16%
Part-Time						
State	178	64	64			
Contract	0	0	0			
Total	178	64	64	28%	36%	36%
Edmonds						
Full-Time						
State	492	74	134			
Contract	17	4	8			
Total	509	78	142	57%	28%	15%
Part-Time						
State	260	100	74			
Contract	34	10	14			
Total	294	110	88	33%	30%	37%
So Puget Sound						
Full-Time						
State	200	21	52			
Contract	0	0	0			
Total	200	21	52	64%	26%	11%
Part-Time						
State	130	35	35			
Contract	9	5	1			
Total	139	40	36	45%	26%	29%

Progress of Students Planning Degrees
Two Years After Entering the College
Community College Total, 1992 Cohort

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
State Supported						
Full-Time	10,145	1,494	2,851	57%	28%	15%
Part-Time	4,022	1,484	1,175	34%	29%	37%
Total	14,167	2,978	4,026	51%	28%	21%
Contract Supported						
Full-Time	251	76	98	31%	39%	30%
Part-Time	471	238	145	19%	31%	51%
Total	722	314	243	23%	34%	43%
State and Contract Supported						
Full-Time	10,396	1,570	2,949	57%	28%	15%
Part-Time	4,493	1,722	1,320	32%	29%	38%
Total	14,889	3,292	4,269	49%	29%	22%

Source: SR1182A for students planning to complete a degree at their college.
Note: Percents may not add due to rounding.
I/92prog.xls